

An information guide to promote inclusive play



When children play together,
they build memories that last forever.

OBJECTIVES OF CHILDREN-IN-ACTION INCLUSIVE PLAY INFORMATION GUIDE

Inclusive activities endeavour to be comprehensive and serves as a platform to allow children to participate in activities together, regardless of their abilities. Inclusive play activities actively welcome everyone.


The games are also designed for these children in mind and aspires to empower these children. In addition, with modifications and special considerations, these activities encourage them to participate in activities in which they may have previously encountered challenges.

At Children-in-Action, we believe that

**WHEN CHILDREN PLAY TOGETHER, THEY
BUILD MEMORIES THAT LAST FOREVER.**


We hope that this Children-in-Action Inclusive Play Information Guide serves as a reference for parents and educators from mainstream and special needs schools or organisations keen to organise inclusive play activities.





Through inclusive games and activities, children will be able to understand their peers with different abilities better.

Therefore, it would help pave the way for the gradual progression of an inclusive Singapore society.



These inclusive game ideas serve as a reference and are not “one-size-fits-all” activities. While games help promote inclusiveness, we also recognise that there might be instances when participants cannot participate in certain activities due to certain factors not associated with the activities. Therefore, individuals, schools, or organisations should take the necessary precautions and conduct risk assessments before executing the inclusive play activities.

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WHAT IS DISABILITY?

[National Council of Social Service, 2017]

Disability is a term used to refer to the interaction between a person's body features, and the society in which he or she lives in. It is an umbrella term that covers three main aspects:

- 1) Impairments (Limitations in bodily functions)
- 2) Limitations in activity (Difficulty performing a task or action)
- 3) Restrictions to participation (Difficulties engaging in different activities)

01 Physical Disability

What is it?

Physical disability refers to either a total or partial loss of bodily functions. This includes the ability to walk or loss of fine motor skills, or a total or partial loss of a part of the body. Physical disabilities can result from genetic conditions, severe illnesses or injuries.

Enabling guide. Physical Disability. (n.d.). Retrieved July 22, 2022, from <https://www.enablingguide.sg/disability-info/physical-disability>

02 Developmental Delays

What is it?

Developmental disability refers to a diverse group of conditions which occur during the developmental phase of a child, hence resulting in the child experiencing difficulties in aspects such as personal, social, academic or occupational functioning. These include conditions such as Autism and Attention Deficit Hyperactivity Disorder (ADHD).

Autism refers to the condition when an individual experiences challenges in communicating and interacting with others socially. It also refers to situations when an individual is sensitive to sensory stimulation and performs repetitive behaviours.

ADHD refers to the condition when individuals demonstrate a lack of attention, hyperactivity, and impulsiveness.



Enabling guide. Other Developmental Delays. (n.d.). Retrieved July 29, 2022, from <https://www.enablingguide.sg/disability-info/autism/other-developmental-delays>



03 Intellectual Disability

What is it?

Intellectual disability is mainly characterised by a measure of an individual's intelligence quotient, as well as the limitations which they face in aspects of independent living. Some of these aspects include academic functioning, social functioning and practical functioning. Mild intellectual disability is characterised when an individual has an intellectual quotient between the scores of 50 - 70.



An individual who has an intellectual quotient of between 35 - 49 has moderate intellectual disability, while an individual who has an intellectual quotient of between 20 - 34 has severe intellectual disability.

As an individual with an intellectual quotient of 70 and below typically have an intellectual disability, persons with intellectual disability typically encounter challenges in understanding concepts and solving problems. At the same time, intellectual disability is also a characteristic of medical conditions such as Down Syndrome, Prader-Willi Syndrome and Williams Syndrome.

Enabling guide. Intellectual Disability. (n.d.). Retrieved July 29, 2022, from <https://www.enablingguide.sg/disability-info/intellectual-disability>



04 Sensory Disability

What is it?

Sensory disability refers to when one of the five senses (sight, hearing, smell, touch, taste) and spatial awareness is impaired.

There are two types of sensory disability, namely visual impairment and deafness.

Visual impairment refers to a significant vision loss that cannot be corrected through corrective devices such as the use of optical lenses, medication or an operation. There are varying degrees of visual impairment. While some individuals may experience low vision, others may experience tunnel vision in which their peripheral vision may be affected. At the same time, a small minority group of people experience complete blindness (National Council of Social Service, 2017).



Deafness refers to the partial or complete hearing loss an individual experiences in one or both ears. There are mainly three types of hearing loss – conductive hearing loss, sensorineural hearing loss and mixed hearing loss.



Mixed hearing loss is the combination of both conductive hearing loss and sensorineural hearing loss (The Singapore Association for the Deaf, 2018).

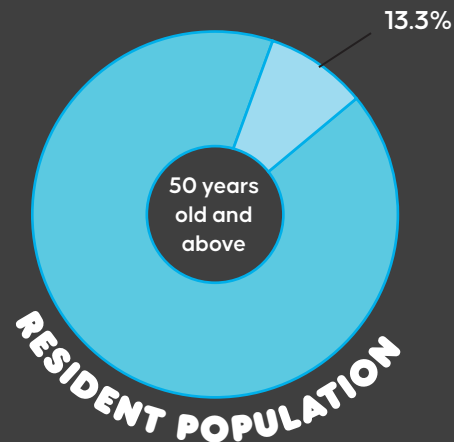
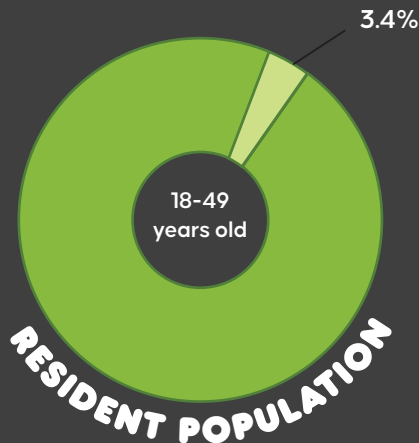
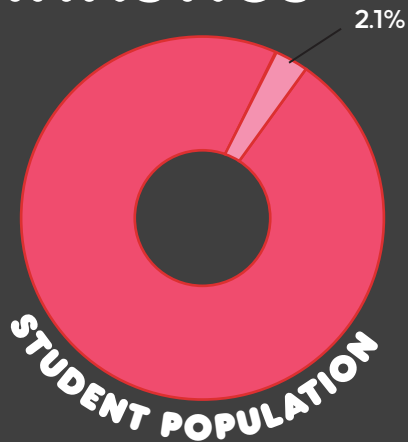
Conductive hearing loss primarily affects the external ear, which results in the reduction of sound intensity, or “loudness”.

Sensorineural hearing loss affects the inner part of the ear. It also introduces an element of distortion whilst reducing the sound intensity at the same time.

This results in the individuals experiencing muffled sounds even when the sound is loud enough.



STATISTICS



In Singapore, half of the disability group comprises of people with sensory (blindness and deafness) and physical disabilities.

The other half of the disability group comprises individuals with Intellectual Disabilities, Autistic Spectrum Disorder and other types of disabilities (Ministry of Social and Family Development, 2018).

2016

There were an estimated number of 2,170 children under the age of 4 years old (or approximately 1.4% of the overall cohort) diagnosed with varying degrees of developmental issues (Ministry of Social and Family Development, 2017).

Information obtained from:
<https://www.msf.gov.sg/media-room/Pages/Statistics-on-children-with-special-needs-and-intellectual-disabilities.aspx>

According to an article published in the first issue of "Abuse and Bullying of PWDs", almost 1 in 2 children with special needs do not have friends who are without special needs.

Information obtained from:
<https://www.todayonline.com/big-read/big-read-where-kids-and-without-special-needs-study-play-together-and-its-not-spore>

*SPED schools are Special Education Schools that the government funds and run by voluntary welfare organisations. Children and youths with special needs requiring a more in-depth and specific assistance enrol in these schools. Different SPED schools cater to students with varying types of disabilities and adhere to the MOE SPED curriculum framework to plan and deliver their curriculum. At the same time, the curriculum framework provides the SPED schools with

2019

It was reported that there are currently 32,000 students with special needs (Choo, C., 2019). The remaining 20% (or 6,400 students) diagnosed with moderate to severe special needs attend one of the 19 SPED* schools that voluntary welfare organisations run in Singapore (Choo, C., 2019). This figure includes those who are diagnosed with learning needs such as dyslexia, mild Autism Spectrum Disorder and Attention Deficit Hyperactivity Disorder.

Information obtained from:
<https://www.msf.gov.sg/media-room/Pages/Total-number-of-persons-with-disabilities-in-Singapore.aspx>



the flexibility to modify the curriculum to meet the needs of their students.

Enabling guide: Education. (n.d.). Retrieved July 22, 2022, from
<https://www.enablingguide.sg/im-looking-for-disability-support/education>

BUILDING AN INCLUSIVE SOCIETY

This information is adapted from the fourth Enabling Masterplan (2022 - 2030).
[Ministry of Social and Family Development, 2022]



Strengthen Support For Lifelong Learning In A Fast-Changing Economy

Early Years

Children with developmental needs will have access to early intervention (EI) support, and have opportunities to grow, learn and play alongside their typically-developing peers.

Schooling Years

By 2030, children with disabilities will have access to an education that develops their potential and equips them with the knowledge and skills to participate in society.

Beyond Schooling Years

By 2030, persons with disabilities will have access to opportunities and resources for lifelong learning.



Enable Persons With Disabilities To Live Independently

Inclusive Living

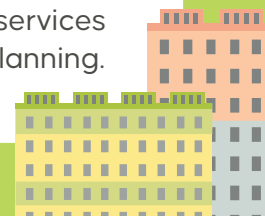
Persons with disabilities with care needs will have access to a continuum of services that enable them to fully and actively participate in community life.

Assistive Technology

Persons with disabilities will have access to assistive technology (AT) that enables them to live independently and connect to the community.

Caregiving Support

Caregivers of persons with disabilities will have access to caregiving support, including respite services and future care planning.



Create Physical And Social Environments That Are Inclusive To Persons With Disabilities

Inclusive Transport

Persons with disabilities will have accessible and affordable public transport, including public buses, trains and point-to-point transport as needed. Commuters and public transport workers care about persons with disabilities, and are willing and know how to help them.

Inclusive Communities

Singapore will embody what it means to be a caring and inclusive community, with positive attitudes, mindsets, and behaviours towards persons with disabilities.

Inclusive Communications

Persons with disabilities will have access to information and communications, with reasonable accommodations provided.

Inclusive Sports

Persons with disabilities will have access to and are able to participate in sports.

Inclusive Public Spaces

Persons with disabilities will enjoy more inclusive living conditions through better access to public spaces.

Inclusive Healthcare

Persons with disabilities are enabled to live healthier lives, and are supported by a quality healthcare system that detects and manages health, dental and developmental issues early.

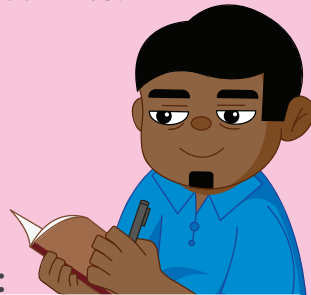
Inclusive Arts and Heritage

Persons with disabilities will have regular opportunities to participate in arts and heritage activities / offerings – whether as consumers / supporters, practitioners, or volunteers.



TIPS WHEN PLANNING INCLUSIVE PLAY ACTIVITIES

What are some things people should look out for when planning inclusive play activities?



For children with:

Attention Deficit Hyperactivity Disorder (ADHD)

Ensure that the children are constantly engaged with an activity. If there is waiting time involved during the activity (e.g. during a painting workshop when the children have to wait for the paint to dry), there should be another small activity to keep them occupied.



For children with:

Autism Spectrum Disorder (ASD)

Allocate a corner or location within the play premises for the children to calm down if they experience meltdowns during the execution of the play activity.

For children with:

Physical Disabilities

Ensure that the play location and the amenities nearby (such as public toilets) are wheelchair-accessible and safe for children with physical disabilities. The children should also have sufficient space to manoeuvre their wheelchairs. No electrical wires should be left unattended on the ground to prevent electrical hazards in the play area.

For children with:

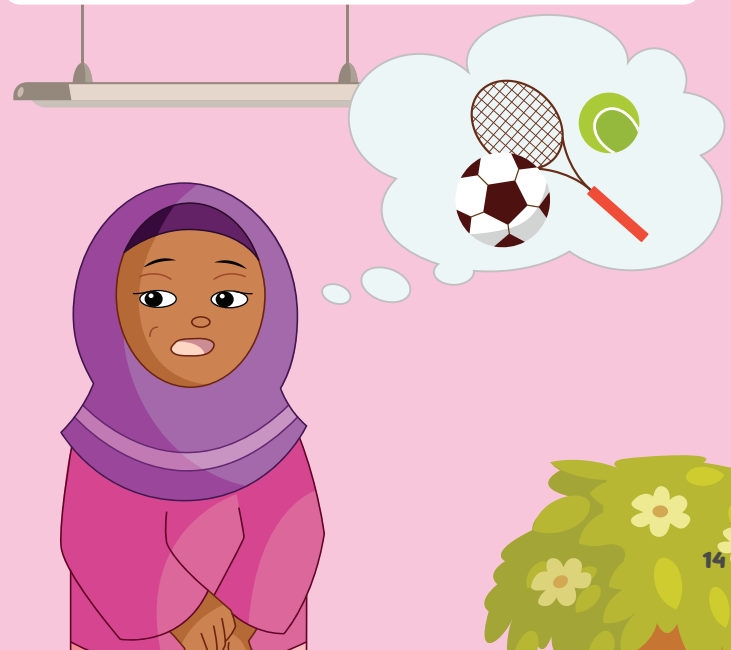
Visual Impairment

Ensure that the play location is well-lit with colour contrast, along with audio cues. Furthermore, the play area should also be safe locations without hazards the children with visual impairment can knock into.

For children with:

Deafness

Prepare visual instructions signs to guide the children on the play activities. During the execution of the play activity, having a sign interpreter or someone who can converse in sign language around during the play activity would also be beneficial.



QUOTES ADAPTED FROM THE REFLECTIONS OF PREVIOUS CIA ACTIVITIES

"It doesn't matter how different you are, we are all the same on the inside."

- Student from NASCANS
(Shuqun Primary School)

-Student from Chung
Cheng High School (Yishun)

"I would tell other people to look past my new friends' disability because, after all, they are just humans like us."

"They may seem different on the surface, but deep down, they are humans just like us – or maybe even superhumans, able to cope with the most difficult challenges and impairment."

- Student from Dunman
High School



REFLECTIONS FROM PAST CHILDREN-IN-ACTION ACTIVITIES

01 Taiko Drumming

Grace Orchard School and Rulang Primary School (Physical)

Q. What would you tell other people about your new friends?

- "My friends are special, but they are still children so do not treat them differently."

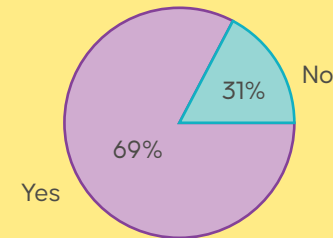
- "We had great fun together even though we are different."

02 Purple Parade 2019

Public awareness event (Physical)



Q. Have I gained more awareness towards children with different abilities?



Additional feedback:

- "It is a good exposure for my children to play with other children of different disabilities."

03 Children-in-Action Cooking Competition

Extra-Ordinary People and Morning Star Community Services (Online)

04 Children-in-Action Drumming Workshop

Down Syndrome Association (Singapore),
Extra-Ordinary People and children of parents from
Tanjong Katong Primary School - Parent Support
Group (Hybrid)



What would you tell other people about
your new friends?



"They are all pretty good teammates."



"Even though they are special they
are like us."



"I would tell other people that they're
a joy to be with."



"I would encourage them to join
the session so that they can learn
that they should be grateful for what
they have. And everyone is different,
you might not know what others are
going through so don't judge a book
by its cover."

05 Let's play Freeze Dance, Drawing on your head, 10 – 15 Seconds Rule and Simon Says together!

MIJ Hub Ltd - Woodlands Branch and NASCANS (Shuqun Primary School) (Online)

06 Let's Paint Together!

Extra-Ordinary People and NASCANS (Shuqun Primary School) (Online)



What would you tell other people about your new friends?



"Don't judge people's friend and always be their friend."



"It doesn't matter how different you are, we are all the same on the inside."



"They got autism, and they are special. I got to learn about autism too."



"They were very participative even though they had disabilities."

07 Team-rarium Making Workshop

Terrarium Workshop between Rainbow Centre - Yishun
Park School and Chung Cheng High School - Yishun
(Physical)



What do you think about your new friends?

-
- "I think that they were quite responsive and I was able to interact with them without much difficulty."
-

-
- "I would tell them that despite having disabilities, they are caring and welcoming and are definitely worth talking to."
-

-
- "Even though they are special they are like us."
-



WHAT TO LOOK OUT FOR - INPUTS FROM THE FOLLOWING SOCIAL SERVICE AGENCIES

Attention Deficit Hyperactivity Disorder, Autism, and Global Developmental Delay:

- Extra Ordinary People
- TOUCH Child Care

Cerebral Palsy:

- Cerebral Palsy Alliance (Singapore) - EIPIC

Deafness:

- TOUCH Silent Club

Down Syndrome:

- Down Syndrome Association (Singapore)

Muscular Dystrophy:

- Muscular Dystrophy Association (Singapore)

WHAT TO LOOK OUT FOR:

ATTENTION DEFICIT, HYPERACTIVITY DISORDER, AUTISM AND GLOBAL DEVELOPMENTAL DELAY

When planning activities for children with Attention Deficit Hyperactivity Disorder, Autism and Global Developmental Delay, the staff would have to consider several factors. For instance, they would have to address issues such as:

- **Suitability of the activity**

For social service agencies that serve beneficiaries of various types of special needs, one consideration would be whether they can conduct the same activity for participants with varying levels of special needs.

In addition, two common challenges that the staff would usually face when planning activities for the children with Attention Deficit Hyperactivity Disorder, Autism and Global Developmental Delay would be:

- **Logistics** – Often, the staff would encounter challenges in the form of finding a suitable time to allow more participants to have the opportunity to participate in the activity. This challenge is even more common during the school holidays.

- **Cost of signing up for the activity** – Staff generally observe higher rates of participants failing to turn up for activities that they offer without a sign-up fee. On the other hand, if they impose a signing-up fee for the activities, there is a tendency to result in fewer sign-ups.



When preparing risk assessments on activities for children with Attention Deficit Hyperactivity Disorder, Autism and Global Developmental Delay, the top three factors that the staff would have to consider would be the following:

- **The nature of the activity** – Would the children be able to independently handle the materials or instruments used for the activity (e.g., Does it involve the presence of any sharp objects or items that might potentially hurt them?).
- **Contingency plan of the activity** – There should be a wet weather plan for activities that are scheduled to be conducted outdoors.



- **Degree of supervision required for the activity** – This is based on the complexity of the activity. At the same time, it varies according to the profile of participants participating in the activity.



When assessing if the activity was beneficial for children with Attention Deficit Hyperactivity Disorder, Autism and Global Developmental Delay, the staff would typically look out for the following in the children:

- The engagement level of the children (e.g., whether they demonstrate an interest in the activity and their active participation in the activity. Staff would also observe if the children can keep up with the instructions during the activity).

When interacting or playing with children with Attention Deficit Hyperactivity Disorder, Autism and Global Developmental Delay, the best way for someone to approach them to play together consist of the following:

- There are various ways to approach a child with Attention Deficit Hyperactivity Disorder, Autism and Global Developmental Delay, depending on the child's ability to communicate.
- For instance, those who are higher in functioning are typically open to playing with other peers.
- On the other hand, individuals might need to first introduce themselves to the children for those who are lower in functioning. They should also observe the children's reactions before starting to play together with them.



When children with Attention Deficit Hyperactivity Disorder, Autism and Global Developmental Delay feel uncomfortable during the inclusive play activities, some of the signs that they might show (but are not limited to) includes:

- The children might stand up and walk away. They might also be away from their seats during the activity.
- Some children might “zone out” and lose interest in the activity.



WHAT TO LOOK OUT FOR:

CEREBRAL PALSY

When planning activities for children with Cerebral Palsy, the staff would have to consider several factors. For instance, they would have to address issues such as:

- Safety
- Purpose of the activity – Will the activity be beneficial and engaging for the students?



In addition, two common challenges that the staff would usually face when planning activities for the children with Cerebral Palsy would be:

- Persuading teachers or parents to allow the children to participate in the activity – Often, teachers or parents might be concerned that the time the children would use to participate in the activity would deprive them of the time for their intervention sessions. Therefore, there is a need to persuade teachers or parents that the activity will instead complement their lessons.
- The ability of the children – There might be circumstances when the teachers might place students with varying levels of abilities in the same class. In turn, while the teachers might be able to engage some children in the class, others may lose their focus on the activity after a while.

When preparing risk assessments on activities for children with Cerebral Palsy, the top three factors that the staff would have to consider would be the following:

- The engagement level and the age-appropriateness of the activity.
- The suitability of the activity (i.e., the staff must ensure that they align the activity's purposes to the students' goals – such as, for instance, improving their social and communication skills to attain specific developmental milestones).
- The planning or execution of the activity should not be an additional burden or workload to the teachers.

When assessing if the activity was beneficial for children with Cerebral Palsy, the staff would typically look out for the following in the children:

- The engagement level of the children (e.g., whether they demonstrate an interest in the activity and their active participation in the activity. This can be in the form of verbal or non-verbal involvement.)

When interacting or playing with children with Cerebral Palsy, the best way for someone to approach them to play together consists of the following:

- The individual must observe what the children are already playing. They should also preferably approach the children by asking them about their interests.
- The individual should ask the children for permission before participating in the activity with them. When possible, they should also let the children direct the play.

When children with Cerebral Palsy feel uncomfortable during the inclusive play activities, some of the signs that they might show (but are not limited to) includes:

- The children would be distracted and look away. They might also be away from their seats during the activity.
- For verbal students, they might remain very quiet.

WHAT TO LOOK OUT FOR:

DEAFNESS

When planning activities for children who are Deaf, the staff would have to consider several factors. For instance, they would have to consider aspects such as:



- **Safety**
- **Communication** - A common communication method for individuals with Deafness is via sign language. However, the onset of the COVID-19 pandemic and the mandatory rule to wear masks has posed a challenge for persons with Deafness to communicate effectively. That is because masks prevent individuals from reading the lips of the other party/parties during communication.
- **Accessibility** - Would the activity be a physical or online activity?
- **Budget** - Schools or organisations must adhere to planning activities within a restricted budget.
- **Suitability** - Some online activities might not suit persons with Deafness.
- **Duration and period of the activity**

When interacting or playing with children with Deafness, the best ways for someone to approach them to play together consist of the following:

- The individual must know how to communicate with them (i.e., It would be preferred if individuals who are interacting with them know sign language). Otherwise, it would be beneficial to have someone around them who knows how to interact using sign language.
- The individual must have a friendly face when communicating with them (Persons with Deafness depend on visual cues during communication).

When preparing risk assessments on activities for children with Deafness, the top three factors that the staff would have to consider would be the following:

- Accessibility of the location.
- Expected behaviour of the child.
- Identification of hazards.

When children with Deafness feel uncomfortable during the inclusive play activities, some of the signs that they might show (but are not limited to) includes:

- The children would display signs that they are unhappy, such as showing an angry or sad face.
- They may move to the corner and try to isolate themselves from everyone.

WHAT TO LOOK OUT FOR:

DOWN SYNDROME

When planning activities for children with Down Syndrome, the staff would have to consider several factors. For instance, they would have to consider aspects such as:

- **Benefits of the activity** – What are the benefits for the children and the association? (e.g., Will the activity allow the beneficiaries to gain exposure to enhancing their skills or learning a new skill? Can the activity help to increase the awareness of Down Syndrome?)

In addition, one common challenge that the staff would usually face when planning activities for the children with Down Syndrome would be:

- **Engagement of the beneficiaries** – How can the staff better engage the beneficiaries through the activity?

When preparing risk assessments on activities for children with Down Syndrome, the top three factors that the staff would have to consider would be the following:

- **Physical requirements** – Persons with Down Syndrome generally have lower muscle tone compared to neurotypical children. Therefore, they might be unable to participate in physically demanding activities.
- **Safety** – Due to their lower muscle tone, persons with Down Syndrome might require assistance if they have to use their fine motor skills during the activities.
- **Flow of activity** – This could be when the staff presents the activity's instruction guide. During the presentation, the staff must adopt a simpler and more detailed guide to ensure that the participants can easily comprehend the instructions and the activity flow.

When interacting or playing with children with Down Syndrome, the best way for someone to approach them to play together consists of the following:

- The individual must engage in the activity with an open mind in meeting and know a new friend.
- The individual should attempt to engage the children with simple questions. (e.g., What did you have for lunch? What is your hobby?)

When assessing if the activity was beneficial for children with Down Syndrome, the staff would typically look out for the following in the children:

- The engagement and participation level of the children (e.g., whether the children were participating actively during the activity).

When children with Down Syndrome feel uncomfortable during the inclusive play activities, some of the signs that they might show (but are not limited to) includes:

- The children will generally share their thoughts openly if they do not wish to participate in the activity. However, it can also be because they are sometimes unfamiliar with the activity. To overcome this issue, one can demonstrate how the activity is conducted, along with constant encouragement throughout the activity.



WHAT TO LOOK OUT FOR:

MUSCULAR DYSTROPHY

When planning activities for children with Muscular Dystrophy, the staff would have to consider several factors. For instance, they would have to consider aspects such as:

- **Accessibility of the location** - e.g., is the activity accessible for the beneficiaries?
- **Range of motion required** - Often, persons with Muscular Dystrophy have limited hand mobility. Thus, they might not be able to engage in certain activities.
- **Providing simple and concise instructions** - At times, some individuals with Muscular Dystrophy might lack exposure to specific activities. Therefore, giving straightforward instructions would help to capture their attention better. One should also note to emphasise the “Dos” instead of “Don’ts” while briefing the beneficiaries on the activity.

In addition, one common challenge that the staff would usually face when planning activities for the children with Muscular Dystrophy would be:

- **The beneficiaries’ physical abilities and stamina** - The physical abilities and stamina vary from person to person. Therefore, the staff would need to find a balance when curating the curriculum and planning the activities.



When preparing risk assessments on activities for children with Muscular Dystrophy, the top three factors that the staff would have to consider would be the following:

- **Catering of meals for the beneficiaries during activities** - Staff must order from well-known catering companies that practice good hygiene. The food should also be cut into smaller pieces as persons with Muscular Dystrophy tend to choke on food easily. To prevent such situations, the volunteers should monitor the beneficiaries while eating. They should not engage in other activities while the beneficiaries consume their food. In the event of a choke, volunteers or facilitators must alert the staff or nurse on standby immediately.
- **Having a sufficient number of trained volunteers** - A lack of trained volunteers would result in situations when the volunteers do not follow instructions and work closely with the volunteer leaders. Thus, they might not fully comprehend the individual needs of beneficiaries with Muscular Dystrophy for the specific activity.
- **Be aware of the condition of the beneficiaries before the start of the activity** - As beneficiaries with Muscular Dystrophy are considered one of the vulnerable groups in terms of health, the staff must check on the vital signs of the beneficiaries and their state of health when they first arrive for the activity. There should also be frequent checks on their state of health and vital signs throughout the activity.



When interacting or playing with children with Muscular Dystrophy, the best way for someone to approach them to play together consists of the following:

- Be at the same level as the beneficiaries - One should sit or lower their stance to meet the beneficiaries at their eye level so that it is less intimidating during interactions. It will also help prevent neck strains for the beneficiaries.
- One should not assume - Always ask the beneficiaries first before providing help. Not all beneficiaries would require the same help.
- Talk or communicate directly to the beneficiary rather than through their companion or caregiver unless they are unable to speak or express themselves.
- Do not move their mobility device out of reach without seeking permission beforehand.

When assessing if the activity was beneficial for children with Muscular Dystrophy, the staff would typically look out for the following in the children:

- The engagement and participation level of the children (e.g., whether the children were participating actively during the activity).

When children with Muscular Dystrophy feel uncomfortable during the inclusive play activities, some of the signs that they might show (but are not limited to) includes:

- The children may be quieter than usual.
- The children may fidget more than usual.

OBSERVATIONS DURING THE IMPLEMENTATION OF CHILDREN-IN-ACTION ACTIVITIES

Online activities are not necessarily suitable for every child.

At the peak of the COVID-19 pandemic, the Children-in-Action team pivoted to conducting online activities. However, we soon realised that:

01 - While online activities might be suitable for children of an older age group, children in the younger age groups do not respond well to such activities. One common reason is that children in the younger age groups have a limited attention span. As such, they are more likely to lose their focus on online activities after a short while. Thus, it would be better to conduct physical activities for children in the younger age group.

02 - Some online activities were conducted at the school/organisation's premises. Students or beneficiaries would have to share devices (e.g., laptops or tablets) during such activities. For specific activities, the staff/teachers have to connect a laptop to the projector to let the children participate in the activity.

The limited number of available devices in the centre poses a challenge to facilitating effective communication and interaction patterns among the participants during the online activities. Thus, one would also have to consider having sufficient devices to run the activity while planning online activities.

Online activities can never fully replace physical activities.

Children who are non-verbal would typically respond better to physical activities than online activities. That is because this group of children would generally encounter more difficulties expressing themselves and articulating their difficulties during online activities.

Moreover, it is also harder to gauge their engagement level for online activities. Therefore, children who are non-verbal would benefit better from participating in physical activities rather than online activities.



BENEFITS OF THE CHILDREN-IN-ACTION PROGRAMME AND INCLUSIVE PLAY ACTIVITIES SPECIAL NEEDS SCHOOLS OR ORGANISATIONS



Cerebral Palsy Alliance (Singapore) – EIPIC

Our students generally enjoyed the interactions with their preschool counterparts through songs and games. These activities allowed them to practise their waiting, turn-taking, social and social communication skills.

Down Syndrome Association (Singapore)

Our beneficiaries had the opportunity to gain more exposure and interact with students from mainstream schools. In the meantime, this helps to raise awareness for Down Syndrome and the programmes and services provided at the association.

Extra•Ordinary People

So far, the children have enjoyed participating in the activities and have a chance to make friends. It has been encouraging to see their interactions with others, though this may be limited to individuals who are able to express themselves verbally. Due to COVID-19, most activities have been conducted online, so individuals who are non-verbal may not be able to interact with their peers as much.



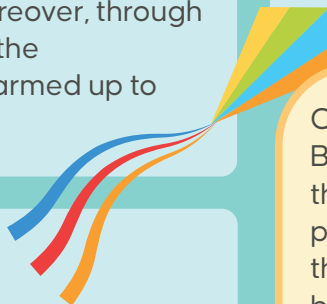


Rainbow Centre (Yishun Park School)

Our students have made friends with the youths from the mainstream school during the Children-in-Action activities. Moreover, through the activities, the students from the mainstream school have also warmed up to our students.

TOUCH Child Care (Clementi)

Through the Children-in-Action activities, our students had the chance to befriend students from other centres. They also had the opportunity to gain exposure to different activities.



TOUCH Silent Club

Our beneficiaries enjoyed the activities a lot, and they were all smiles during the activities.

One such inclusive play activity is the Sharity Befriending Persons with Disabilities Session that the Children-in-Action team organised in partnership with Community Chest. During these befriending sessions, pre-schoolers will befriend and interact with persons with disabilities through inclusive games and learn the importance of caring, empathy and respect.



MAINSTREAM SCHOOLS OR ORGANISATIONS



Chung Cheng High School (Yishun)

Depending on the students' personalities, we have observed candid interactions and spontaneous encouraging reactions guided by respect and empathy during the Children-in-Action activities.

Morning Star Community Services

Our beneficiaries learned how to work together in a team and embrace each other's differences with the special needs children

NASCANS (Shuqun Primary School)

Students are meaningfully engaged during the Children-in-Action activities and happy with making new friends.

PCF Sparkletots Preschool (Bukit Timah Blk 207)

Children learnt to be more appreciative and respectful towards others with different needs. They learnt about being socially responsible. They also got to meet new friends; the fun part was their involvement in the planned activities.

PCF Sparkletots Preschool (Tampines West Block 140)

The Children-in-Action team is well-equipped with skills and tools to ensure that the sessions are meaningful for our students. In addition, the team provides clear communication, planning and follow-up. The team is also open to feedback and tries their best to ensure that they execute the activities in the best possible way.





PCF Sparkletots Preschool (Joo Chiat)

They are more aware of children with special needs, indirectly creating empathy towards children who need more guidance from adults.

PCF Sparkletots Preschool (Potong Pasir)

The students from my preschool were very eager to know more about the other children's conditions and came up with ideas for activities suitable for both parties to engage in. They learnt to be more compassionate, caring and helpful towards everyone different from themselves. They learnt that it is okay to be different too.



PCF Sparkletots Preschool (Fengshan Blk 115)

We feel that the children benefited the most from the inclusive play experience. They've seen the children from Down Syndrome Association (Singapore) in a different light. They create a joyful experience with them, even for a short period. It also helps increase the children's awareness of a more inclusive society and inspires them to be more accepting and gracious to one another.



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Only with their belief in promoting inclusivity among the children and youths can we spread the message that regardless of their abilities, children with special needs and children without special needs should have equal access to play.

Sowing the seeds for inclusivity would ultimately help promote an inclusive Singapore society where children with special needs and children without special needs, starting at a young age, would learn to embrace their differences and increase their understanding of one another.

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- Cerebral Palsy Alliance (Singapore) - Early Intervention Programme For Infants and Children (EIPIC)
- Down Syndrome Association (Singapore)
- Extra•Ordinary People
- Grace Orchard School
- MIJ Hub Ltd
- Nurture Pods Pte Ltd
- Rainbow Centre (Yishun Park School)
- TOUCH Child Care (Clementi)
- TOUCH Silent Club

Partner

- Community Chest

Mainstream Schools/Organisations

- Chung Cheng High School (Yishun)
- Dunman High School
- Madrasah Wak Tanjong Al-Islamiah
- Morning Star Community Services
- My First Skool @ Jalan Sultan
- NASCANS (Shuqun Primary School)
- PCF Sparkletots Preschool (Bukit Timah Blk 207)
- PCF Sparkletots Preschool (Fengshan Block 115)
- PCF Sparkletots Preschool (Joo Chiat)
- PCF Sparkletots Preschool (Paya Lebar Blk 221)
- PCF Sparkletots Preschool (Potong Pasir)
- PCF Sparkletots Preschool (Tampines West Block 140)
- Rulang Primary School
- Spectra Secondary School
- Tanjong Katong Primary School (Children of parents from Parent Support Group)



Children
in action

In collaboration with:

mdas
Muscular Dystrophy Association (Singapore)

Supported by:

SG ENABLE
Inclusive society. Enabled lives.

Community Chest

NCSS
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30
YEARS



